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ABSTRACT

Ten years ago the Office of Research conducted a survey among some 30 'small' (less than 1000 students) junior colleges in the northeastern United States. Its purpose was to ascertain to what extent full-time faculty participated in student guidance activities. During the spring of 1977 some 50 'small' junior colleges in the northeastern United States were contacted (no effort was made to contact identical schools in both surveys). The purpose of this decade inquiry was to compare current and former practices, noting similarities and contrasts. The results of this decade inquiry, as well as the base-line inquiry data reported 10 years ago, are summarized. The major shifts evident over the past decade are: (1) a sharp increase in the lower number range of interviews each academic year, (2) a sharp increase in the number of facilities who rate their services "less-than-good." (Author/SPT)

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HARCUM JUNIOR COLLEGE
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Office of Research
IRR 77-16

(II)

Faculty Guidance/Counseling Activities
(A Decade Inquiry)

1. Ten years ago the Office of Research conducted a survey among some 30 'small' (less than 1000 students) junior colleges in northeastern United States. Its purpose - to ascertain to what extent full-time faculty participated in student guidance activities.

2. During the spring of 1977 some 50 'small' junior colleges in northeastern United States were contacted (no effort was made to contact identical schools in both surveys). The purpose of this decade inquiry was to compare current and former practices, noting similarities and contrasts.

3. The results of this decade inquiry, as well as the base-line inquiry data reported 10 years ago, are summarized in the following paragraphs. Some 36 replies were received from the 50 schools contacted and their cooperative assistance in furnishing data is sincerely appreciated.

4. The items in the questionnaire follow, with the responses noted for both the 1967 and 1977 samples. In addition, the Harcum current practices are noted in parentheses.

"1A - Are your full-time faculty regularly assigned any student guidance responsibilities?"

	1967	1977	
Yes	71%	83%	(yes)
No	23%	19%	

During this decade it is noted that a greater percentage have been regularly assigned student guidance responsibilities.

"1B - When answer to 1A is negative, are other student guidance services offered?"

	1967	1977	
Yes	100%	100%	(NA)
No	-	-	

"2 - On the average, how many counselees are assigned each faculty member?

	1967	1977	
	18	21	(varies)
Range	7 to 50	10 to 40	

A slight increase in average number of assigned counsellees is noted, as well as a slight decrease in range of assigned counsellees.

"3A - Are students counselled in regular, periodic interviews scheduled by faculty advisors?"

	1967	1977	
Yes	57%	68%	
No	43%	32%	(no)

There has been an increase in structured interviews by faculty advisors in this past decade suggesting a more systematic approach to student advisement.

"3B - How many such interviews each academic year?"

	1967	1977
1 to 3 =	10%	84%
4 to 6 =	53%	16%
7 to 9 =	3%	-
28/year =	3%	-

A sharp reduction is noted in number of interviews per student conducted by faculty advisors: only 6 reported 4 to 6 interviews in 1977, whereas 16 did so in 1967. In contrast, in 1967 only 3 reported 1 to 3 interviews, whereas in 1977 some 30 reported these fewer number of interviews each academic year.

"3C - Which of the following are discussed in these interviews?"

	1967	1977	
Academic advisement	80%	100%	(yes)
Personal-social counseling	53%	41%	(yes)
Vocational-career counseling	67%	55%	(yes)

For all who report regular interviews, academic advisement has become a 'must' in 1977, whereas fewer in 1977 report personal-social and vocational-career counseling to be subjects discussed in such interviews.

"4 - Which of the following are regularly available to faculty advisors?"

	1967	1977	
High school transcripts and/or guidance evaluation	77%	70%	(yes)
College grades	77%	100%	(yes)
Psychological/educational test scores	67%	50%	(yes)
Other: Placement test scores	-	1 respondent	
College Transfer credits	-	1 "	
Personal information	-	1 "	

Following along with the responses to 3C above, all report, in 1977, that college grades are available to advisors, and fewer, in 1977, report availability of other records cited.

"5 - How often do you 'guess-timate' the average counsellee and faculty advisor have interviews during the academic year (both scheduled and spur-of-the-moment)?"

	1967	1977	
Average	6	5	(3)
Range	4 to 11	1 to 15/60 *	

*comment accompanying this "60" was - "of varying degrees of importance and time."

A slight drop in average is noted. The Harcum average represents the equivalent of 3 interviews per student for the entire student population.

"6 - Overall, how do you 'rate' your faculty guidance-counseling service?"

	1967	1977	
Excellent	7%	9%	(yes)
Very Good	17%	9%	
Good	40%	46%	
Fair	17%	27%	
Poor	-	9%	

The 1977 assessments by the 36 respondents suggest, generally, a shift toward 'lower' ratings than those among the 30 respondents in 1967.

5. Summarizing the above data, the following facts are evident, The comments offered in the 1967 summary report are also included, in parentheses:

(1) Better than 8 out of 10 respondents indicate student guidance responsibilities assigned to full-time faculty:

(It is evident that almost 8 out of 10 regularly assign student guidance responsibilities to full-time faculty)

(2) Where such responsibilities are not assigned, 100% offer some other type of guidance service.

(It is further noted that where such guidance responsibilities are not assigned to full-time faculty, some other type of guidance service is provided 100% of the time).

(3) A four-fold variation in range of assigned counselles is noted, with an increase in average number of counselles in 1977 vis-a-vis 1967.

(Considerable variation exists in the number of counselles assigned to faculty advisors, a seven-fold variation: 7 to 50).

(4) Approximately twice the number, in 1977, schedule regular, periodic faculty-advisor interviews. This is a sharp increase when compared with 1967 responses.

(About equal numbers do, and do not, schedule regular, periodic faculty advisor interviews: 57 vs 43%).

(5) A sharp downward shift is noted among 1977 respondents, in the percentage reporting 4 to 6 regular annual interviews, with better than 8 out of each 10 currently reporting 1 to 3 interviews.

(More than half of the respondents typically contact between 4 and 6 regular annual interviews: 53%).

(6) Among these respondents, academic advisement is always a subject of such counseling interviews, with personal-social and vocational-career counseling being the subject about half of the time.

(Academic advisement is the most frequently discussed topic in these interviews: 80%, and personal-social, as well as vocational-career counseling are included in at least 50% of these interviews).

(7) Where faculty advisors furnish guidance services, at least 50% or more indicated that extensive background records are available for them.

(Extensive background records are available in at least 7 out of 10 cases where faculty guidance advisors furnish guidance services).

(8) An average of 5 annual interviews are reported by the respondents, with a range of 1 to 15.

(An average of 6 interviews a year is typical for this group, with a range of 4 to 11).

(9) The greatest number (46%) rate their programs "good", with approximately one-third (36%) rating their programs less than good.

(The greatest number (40%) rate their programs "good").

6. The major shifts evident over this past decade are:

(1) a sharp increase in the lower numbers range of interviews each academic year: from 10% to 84%.

(2) a sharp increase in numbers who rate their services 'less-than-good' : from 17% to 36%.

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